



# Sweet skills

Squad UK selection for WorldSkills kicks off with students battling it out in the confectionery competition



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Monday 25th June 2012



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## Skills celebrated at VQ Day Awards Pages 12 & 13



Picture by Shane Mann for *FE Week*

## HMRC confirm VAT on FE loans

### FE Week Exclusive

Nick Summers

@SummersNicholas

Adult learners may have to pay VAT if they study with an independent training provider next year.

The 20 per cent charge, which will be applied as part of the “24+ advanced learning loan” scheme, will not affect “eligible bodies”, including FE colleges and not-for-profit organisations.

A spokesperson for HM Revenue & Customs (HMRC) said: “A provider of further education that is not an eligible body must charge VAT on its supplies of FE.”

Graham Hoyle, chief executive of the Association of Employment and Learning Providers (AELP), said the ruling was “nonsense”.

“As I have made clear to the minister and senior officials for the Department for Business, Innovation and Skills (BIS), the current position is simply unacceptable for two reasons.”

He told *FE Week* that it was not in the government’s interests for the take-up of adult apprenticeships to be adversely affected by the VAT requirement, especially when skills minister John Hayes had reiterated its commitment to them. It was also “blatantly anti-competitive” for the adult skills market.

“This requires an urgent resolution for my members to plan their business development strategies accordingly and for the government’s own skills strategy to be safeguarded,” he said.

Mr Hayes, speaking at the AELP National Conference last week, said he had “no doubt” he would be mak-

ing “a recommendation” to Chancellor George Osborne.

A spokesperson for BIS told *FE Week*: “BIS are not in a position to offer advice or views on matters relating to VAT and the position of training organisations.

“The position on VAT will differ depending on the individual circumstances of different training organisations and therefore it is important that organisations seek their own independent advice.

“BIS have been in discussions with HMRC regarding the treatment of VAT for the fees charged to individuals in respect of education and training.

“This work has focused particularly on the position of private universities but we are also looking at how this applies to the fees charged in respect of provision funded by 24+ advanced learning loans.”

A spokesperson for AELP said the issue had “come out of the blue” and would affect how many providers delivered level 3 and 4 qualifications for adult learners.

“It could have a huge impact on whether providers are in the game or out of the game, because it’s already giving the not-for-profit organisations a huge advantage in price fixing,” the spokesperson said.

Gordon Marsden, shadow minister for further education, skills and regional growth, told *FE Week* the problem was because of the different legal statuses held by colleges and independent training providers.

“If that is going to disadvantage independent learning providers, then I certainly think it’s something the government should be looking at,” he said. However, he later admitted there was “nothing immediately that can be done”.

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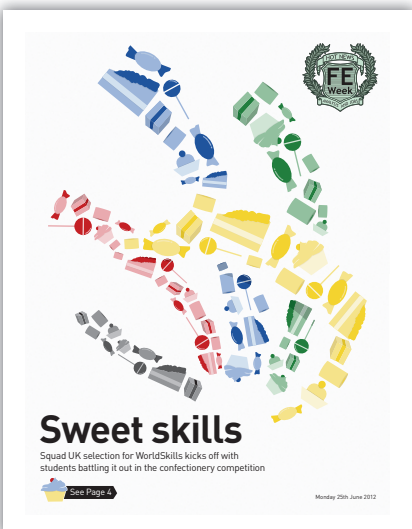
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# More than £20 million for Framework for Excellence

**Nick Summers**  
 @SummersNicholas

The government has spent more than £22 million producing the Framework for Excellence and FE Choices websites.

A letter sent by skills minister John Hayes to Lynne Featherstone MP, says that more than £20 million was spent on “the development and operation” of the Framework for Excellence site – which allows the public to compare the performance of providers – between 2007 and the end of last year.

But key figures in FE are disappointed with the numbers visiting FE Choices, the successor to Framework for Excellence. A freedom of information request reveals only 6,230 people had viewed the site since its launch in January.

Joy Mercer, director of policy at the Association of Colleges (AoC), told *FE Week*: “FE Choices has been a costly development. Unfortunately, having reached a point where it was ready to go live there was no marketing budget to inform either individuals or employers.

“While we support the concept of transparent services for young people and adults, who are able to make informed choices on where to study, we know that they can’t take make these decisions if they don’t know where to find the information. The site is no good if no one knows that it is there.”

In his letter to Ms Featherstone, Mr Hayes wrote that the bulk of the spend on Framework for Excellence was on defining the indicators, establishing methods of collection and developing and testing the website.

He also revealed that last year there were 15,222 visits to the site.

Mr Hayes said: “All new things take time to embed and reach their full potential, but I am sure you will agree that it is important for the government to take steps to increase openness and transparency in public services.”

A spokesperson for the Skills Funding Agency (SFA) told *FE Week* that the Framework for Excellence site “was a success” and “worth the investment”.

“It was the first time that a website such as this had been established, and information of this kind gathered and published for public consumption to assist the sector in its own quality assurance, and provide a basis for colleges and providers to evaluate and improve their activities,” the spokesperson said.

Framework for Excellence was relaunched in January as FE Choices.

The response from the SFA to a freedom of information request showed that the new website has cost the taxpayer £2.3 million to date.

Joy Mercer said that it had cost a lot of money to gather the same information from schools and HE institutions.

“The costs of such exercises must be looked at in the round, which means including information about how it is used and whether it proves to be value for money in driving up quality,” she said.

The National Institute of Adult Continuing Education (NIACE) told *FE Week* that it had always been a challenge to provide learners with “accessible, relevant, consistent and comprehensive information”.

The FE Choices website holds success rates data for each provider, as well as two scores based on whether learners progressed to a new course or job. It also holds data that shows how satisfied learners and employers were with providers in 2010/11.

David Hughes, chief executive of NIACE, said: “It is disappointing that the FE Choices website is not used widely but it is perhaps not very surprising given the lack of marketing.

“We would like to ensure that adults know about this information as well as the new Careers Service. Both can help them to make better choices about the learning they want and need.”

## FE Week news in brief

### Sixth forms fearful

Many sixth form colleges “fear for their future” because of the government’s drive to create a wider market in 16 to 18 education, according to a report by the Sixth Form Colleges’ Forum.

James Kewin, deputy chief executive of the Sixth Form Colleges Forum, said: “Sixth Form Colleges do not require special treatment from the Government to maintain their high standards, but they do need to be funded, inspected and supported in the same way as other providers operating in the 16-18 market.

“It makes sense to invest in our highest performing and most efficient sector.

“Failing to do so will mean losing some of the institutions that have successfully acted as engines of progression and social mobility in this country for more than 40 years.”

### Birkett is knighted

The chief executive of the Barnfield Federation was honoured with a knighthood in the Queen’s Birthday Honours List.

Sir Peter Birkett was recognised for his outstanding service to further education and the academy movement.

“I am extremely privileged and excited to receive such an honour, it was both a wonderful surprise and also a real shock,” he said.

Barnfield College received a “satisfactory” Ofsted inspection grade earlier this month, down from “outstanding” in 2007.

### 16-18 apprenticeships

The SFA says they will fund all new apprentices aged 16 to 18 for the remainder of the 2011/12 academic year - even if a provider has exceeded its maximum contract value.

“Since the enactment of the Education Act 2011, the chief executive of Skills Funding has had the legal responsibility to secure funding for anyone who is over compulsory school age but under age 19 and who secures a SASE compliant, employed apprenticeship,” an SFA update reads.

# Higher apprenticeships allocated

**Nick Summers**  
 @SummersNicholas

Business secretary Vince Cable has announced 4,239 new higher apprenticeships in sectors such as aviation, low carbon engineering, legal services and space engineering.

Providers have been allocated almost £6.5 million to develop the places as part of the second round of the higher apprenticeship fund, which is worth £25 million.

Mr Cable said the new apprenticeships would allow the government to target industries in which skills shortages “are threatening to choke off growth. Higher apprenticeships are an essential step in rebalancing our economy and building a fairer country where growth is spread evenly and opportunities are not limited to the privileged,” he said.

Skills minister John Hayes added: “By radically increasing the number of degree-level apprenticeships we are putting practical learning

on a level footing with academic study.

“Doing an apprenticeship should be one of the best gateways to university-level study.

“Through the higher apprenticeship fund we are creating (a total of) 23,000 places for young people to take degree-equivalent higher apprenticeships.”

The City and Islington College received just over £1.39 million, the largest allocation in the second round, to develop level 4 apprenticeships in engineering and environmental technologies.

David Way, chief executive of the National Apprenticeship Service, said the expansion of the scheme underpinned the service’s commitment to raising the quality of apprenticeships.

“Major employers are opening up recruitment and training to young apprentices.

“Young people and their parents can see clear opportunities to climb the jobs ladder right to the top through taking up apprenticeships.”

PricewaterhouseCoopers (PWC) was allocated £960,000 to develop some of the first higher apprenticeships in accounting and

professional services at level 6 and 7.

Meanwhile, Loughborough College received £500,000 in the second round to develop level 4 apprenticeships in space engineering.

Neil Carberry, director for employment and skills at the Confederation of British Industry (CBI), said developing more high-level skills was “essential” for long-term economic growth.

“Businesses know that building our higher-level skills base has to be an essential part of a successful plan for growth in the long-term,” he said. Future skills shortages in key sectors could hold back our economic performance, so boosting higher-level apprenticeships now is the right thing to do.”

Mr Carberry said that he supported the government’s decision to focus on sectors such as advanced manufacturing and IT.

“Young people need to know that higher apprenticeships are a great route to a successful career, as they can build higher level skills while learning on-the-job with an employer,” he said.



# Final FE loans impact assessments come under fire

Nick Summers

@SummersNicholas

The shadow FE minister, an independent charity and two trade unions have criticised the FE loans policy following the publication of the final Equality Impact Assessment (EIA) and Regulatory Impact Assessment (RIA) reports.

Gordon Marsden, shadow minister for further education, skills and regional growth, told *FE Week*: “The EIA adds relatively little to the research that was published previously.

“In fact most of it appears to be derived from it, and on that basis all the substantial concerns and misgivings that we have about the implications of the research also apply to the assessment.

“It remains the case that neither the research nor the assessment justifies the claims that this is going to be widely accepted by a broad range of learners.”

The scheme – now called “24+ advanced learning loans” – will be introduced next year and will affect all learners aged 24 and above

and studying at level 3 or higher.

Mr Marsden said the Department for Business, Innovation and Skills (BIS) was trying to spin the findings to show that the policy “will not be such a big deal” next year.

“Well, I’m sorry, but all the evidence suggests that it will be a big deal,” he said.

Learners aged 40 and above would be least likely to take out a loan, according to the final EIA report.

“Most people felt that they would not be put off taking out a 24+ advanced learning loan once they understood the full details,” it said.

“However those aged 40 and over seeking a route back into the labour market were still negative.”

The report also showed that women were marginally less likely to take out a loan, although it later said the difference was “not large enough to be statistically significant”.

The National Institute of Adult Continuing Education (NIACE) said that it was “concerned” about the impact of the policy both on female and older learners.

Alastair Thomson, principal advocacy

officer at NIACE, said: “NIACE’s outstanding concerns about the introduction of loans include not only equality issues around age, disability and gender, but the impact they will have on the learning offer – especially access to HE – the quality of the learning experience and what subjects might be available.”

The National Union of Students (NUS) has also criticised the reports.

Toni Pearce, the union’s vice president (further education), said: “This poorly researched, poorly analysed and much delayed report is yet further proof that the government has not properly prepared themselves or the sector for the introduction of FE fees.

“The report clearly shows that the worst hit by the changes will be women – who make up two-thirds of the affected group – and the over-40s. Yet the report says all is fine with the former and that they’ll merely keep an eye on the latter.”

She described the reports as inadequate and a “box-ticking exercise”.

The RIA, which modelled the impact of the scheme against four other policy decisions,

showed that the number of adult learners studying at level 3 and 4 could drop from 359,000 to about 247,000 once the loans were introduced.

It follows market research, carried out by TNS-BMRB, which revealed that one in ten learners would “definitely” take out a loan.

Sally Hunt, general secretary of the University and College Union, said: “The new loans system will be profoundly unfair and make it harder for people to get the qualifications they need to progress in life.

“The government’s own research shows that the number of learners ‘definitely’ willing to take courses is low – and it has only canvassed the views of people currently in the system.

“Their own budgets have been planned with 20 per cent fewer learners expected under the new system.”

A BIS spokesperson said government funding was being focused on young people without basic skills or taking their first qualifications.

“Access to a loan will ensure no upfront costs for tuition for those aged 24 and over taking qualifications worth an A-Level or higher.”

## Ofsted publish new inspection framework

Holly Welham

@HollyWelham

Ofsted is to reduce inspection notice periods from three weeks to two days.

The change, which will be implemented from September, is set down in an amended Common Inspection Framework, released last week as part of the handbook for the inspection of further education and skills.

Ofsted has already piloted “no notice” inspections, but Matthew Coffey, its national director for learning and skills, said that many providers “raised genuine concerns about logistics”.

Joy Mercer, director of policy at the Association of Colleges (AoC), said that the organisation was pleased there would be two days rather than “no notice”, but concerns remained.

“This is still a tight time-frame and will continue to cause logistical problems for colleges and Ofsted inspectors, particularly in ensuring that they see the fullest range of provision, including the more complicated areas such as work-based, off campus, employment-driven courses.

“That’s why we think it’s even more important that Ofsted is clear about what data it will be using and what evidence requirements it would expect colleges to have to hand.”

The framework has also replaced the “satisfactory” judgment with “requires improvement”, which Mr Coffey said “makes clear that only a good level of education is acceptable”.

Ms Mercer said that colleges accepted that complacency “should have no place in a sector committed to continuous self-improvement”, but that the AoC remained “uncomfortable” with “requires improvement”.

“The implications for colleges are stark,” she said. “A simplistic application of the term ‘requires improvement’ does not capture the

wide range of circumstances encompassed by the existing ‘satisfactory’ grade, which range from a so-called ‘coasting’ institution to one that is making solid progress towards improvement.

“However, we’re pleased that Ofsted has moved away from its ‘three strikes’ policy and, if a college has made demonstrable improvements, this will be taken into consideration and the college will not necessarily be graded inadequate on its third inspection.”

The framework says that there will normally be a full inspection of providers judged to “require improvement” within 12 to 18 months. Those judged to require improvement twice in a row from September this year may be judged inadequate on their third inspection if they failed to improve.

“This will drive up improvement and discourage coasting providers,” Mr Coffey said.

In February this year Sir Michael Wilshaw, chief schools inspector, launched *Good Education for All*, a 12-week consultation with the further education and skills sector on the proposals for the amended framework.

Mr Coffey said that Ofsted “received hundreds of valuable responses. Often learners were more positive about the proposals than many of the providers,” he said.

In response to the framework, Ms Mercer said that the AoC “remains extremely concerned” about the huge differences between the way that school and academy sixth forms were inspected compared with FE colleges and sixth-form colleges.

“There is no parity and it is unfair for a college’s provision to be at risk when a neighbouring school or academy sixth form may well offer poorer quality provision,” she said.

“There needs to be a common set of data used and a similar methodology, including a grade for school and academy sixth forms, so that students and parents can make a real comparison.”

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FE Week investigates

# Sweet taste of victory for squad UK

Holly Welham  
@HollyWelham

Forget the Olympics, this summer's top event is learners, apprentices and employees competing for a place in Squad UK for WorldSkills Leipzig 2013.

WorldSkills, the biggest international skills competition, is held every two years in one of 61 member countries. About 1,000 young people aged 18 to 23 compete for medals in more than 40 different skills, from floristry to bricklaying.

Students at Westminster Kingsway College kicked off squad selection last week by battling it out to make the most elaborate gastronomic dishes for a place in the team. Confectionery and pastry cooks created a variety of delicious dishes, from decorated cakes, pastries, biscuits, chocolates, modelled marzipan and edible table centrepieces.

The first phase of selection continues this week, with students at Stephenson College in Leicestershire showcasing their skills, including bricklaying, electrical installations and stonemasonry. Pupils at North Warwickshire and Hinckley College will also compete in a range of areas, from floristry to hairdressing and web design. Look out for coverage of these events in the next issue of *FE Week*.

Young people were invited to take part in squad selection after excelling in national WorldSkills competitions and other industry events.

Competitors who secure a place in Squad UK will undergo specialised training, supported by a dedicated manager for each skill.

They will then take part in events in March next year to compete for a place in Team UK.

Most competitors who make it into Squad UK will also take part at EuroSkills in Belgium in October this year.

Jaine Bolton, the UK's delegate to WorldSkills International and director at the National Apprenticeship Service, which helps manage the competition programme, said: "This provides the inspiration for young people and adults to be ambitious in their pursuit of skills to the highest level."



Date	Location
26-28 June	North Warwickshire and Hinckley College Beauty Therapy   Cooking   Electronics   Floristry   Hairdressing   Jewellery   Visual Merchandising   Web Design
26-28 June	Stephenson College Bricklaying   Cabinet Making   Caring   Carpentry   Electrical Installations   Joinery   Painting & Decorating   Plastering & Dry Wall Systems   Plumbing & Heating   Stonemasonry   Wall & Floor Tiling
18-22 July	Royal Horticultural Show - Tatton Park Landscape Gardening

Table showing dates and locations of other Squad UK selection events



Pictures by Shane Mann

## Magnificent seven receive honours for WorldSkills achievements

Seven inspiring leaders and former competitors from WorldSkills have been recognised in the 2012 Birthday Honours for their services to skills.

Chris Humphries, chairman of WorldSkills London 2011, said: "It's a real tribute for everyone involved to be recognised in this way."

The full list of honours follows:

**CBE** - David Cragg, Birmingham, deputy

chairman, WorldSkills London 2011, for services to education and skills.

**OBE** - Aidan Jones, Essex, chief executive, WorldSkills London 2011 for services to skills.

**MBE** - Jenna Bailey, (age 33), Lancashire, Workshop Supervisor for Beauty Therapy at London 2011; curriculum manager, Ashton Community Science College. UK Competitor at WorldSkills Montreal in 1999.

**MBE** - Keith Chapman, (age 26), Richmond, North Yorkshire, WorldSkills Ambassador for Landscape Gardening at London 2011; Founder, Keith Chapman Landscapes. UK competitor at WorldSkills Shizuoka in Japan in 2007.

**MBE** - Eugene Incerti, Reading, director of skills competitions, National Apprenticeship Service, for services to skills.

**MBE** - Adam Peirson, (age 30), London,

WorldSkills ambassador for cooking; Sous Chef, Claridges, London. UK competitor at WorldSkills St Gallen in 2003.

**MBE** - Richard Sagar, (age 25), WorldSkills ambassador for electrical installation; UK competitor who won Gold in Electrical Installation at WorldSkills Calgary in 2009. As a result of the win, Richard, from Scotland, launched his own Electrical Installation business in London.



## FE Week profile

## Sara Mogel ~ her story

Janet Murray

@jan\_murray

The principal of West Cheshire College talks to *FE Week*

“I did it for all the wrong reasons,” says Sara Mogel of her decision to go into education. After a degree in economic and social history at Kent University, she did a teacher training course in the mid 1970s, purely because it came with a full grant, and having just married an American who didn’t qualify for a work permit at the time, she needed a source of income.

As it happened, she fell in love with teaching the moment she set foot in the classroom. “I just remember thinking that you could actually use your brain power to spark something in somebody else,” says Mogel, now principal of West Cheshire College.

Her training placements – at an independent boys school and a girls’ secondary modern in Kent – could not have been more different, she says. “The career aspiration at the girls’ school was to be a gooseberry shaver at the Smedley’s plant because they got a higher rate of pay than in the canning factory. Then I went to the private boys’ school where the staff had high tea in the staff room at 4pm. It was like a different world.”

But career aspirations at the girls’ grammar school that she attended were also limited – albeit in a different way. “The first option was to go to your local college and take a secretarial course, meet a nice man and get married; the second was to train as a nurse, meet a nice doctor and get married; the third was to go to university, meet a nice man and get married,” she says.

Born in Milford on Sea in Hampshire, Mogel says she had a “rather peripatetic childhood”, moving house and school numerous times, which left her with the feeling of “not having roots anywhere”. The death of her father from cancer, when she was 14, had a major impact on her life, emotionally and financially. Her parents had managed a golf club together, with accommodation on site, but after her father’s death, her mother found herself out of a job and a home. “People talk to me about students who can’t afford things...I know that inside out and upside down,” she says. “My mother did her best to make sure that I did get what she thought was the same as everybody else, but I was very aware how difficult that was.”

Mogel spent the first ten years of her teaching career working in Kent schools and, after a break to have children in the late 1980s, started teaching part-time in further and adult education, where she began to get involved in the TVEI (Technical and Vocational Education Initiative).

In the early 1990s, she moved to Cheshire County Council, where she took on an

advisory role, specialising in curriculum development and TVEI for 14 to 19-year-olds. In 1993, she became an inspector for the Further Education Funding Council (FEFC), which she describes as “the best management training in FE you could possibly get”.

It was then that she started to consider the idea of becoming a college leader, and when the role of deputy principal came up at West Cheshire in 2000, she decided to go for it. While she knew the college had “financial, quality and property issues”, she relished the idea of a challenge. But a day before she was due to start, she received a phone call that changed everything.

“The chair and vice-chair of governors invited me to a hotel in Chester for a cup of coffee and sat me down and told me that the principal and the college had parted company. And therefore I was to go in on Monday and to start work as acting principal.”

When Mogel went in the following day, it was clear what had gone wrong: “I went into the principal’s office and discovered a desk piled high – literally, physically piled high – with things that had not been dealt with, and I asked to see the director of finance, because the college was about to go bankrupt. I spent most of that day dealing with emergencies because somebody had to deal with them and nobody else was there.”

Mogel soon found herself with a long list of emergencies to deal with – the most pressing being the fact that the college didn’t have a strategic plan.

There was also a botched building

“I went into the principal’s office and discovered a desk piled high – literally, physically piled high – with things that had not been dealt with”

programme to contend with; a site had recently been sold off to raise funds for a new building, and although the college had planning permission, no progress had been made. “This was December...and there were students and staff with nowhere to go the following September.”

In those early days she recalls asking a colleague to give her feedback on her performance. “He said: ‘One of the things you are doing right is your car is parked at the front of the building from early in the morning until the evening’. It’s a good lesson I think, that actually being there is quite an important thing, particularly if times are



tough.”

One of the biggest – and most controversial – changes Mogel introduced at the college was dropping A-Levels to concentrate on delivering vocational courses, something that she identified early on as one of the college’s obvious strengths. “Some staff were up in arms and some staff did leave because they wanted to teach academic, and that’s fine. But we were really appalling at it [A-Levels] and the schools were really quite good at it, so why would you do it?”

And this wasn’t the only thorny issue she had to deal with. While West Cheshire was “one of the lucky 13” colleges not to lose out in the capital building programme fiasco, Mogel met with strong opposition from locals and politicians to plans to build a new college in the city centre. “They didn’t want, and I quote, ‘more dirty students in Chester’,” she recalls.

She recalls one public meeting, when an opponent of the building programme gave out her home address. “I still had two sons living

at home. That was the point where you think, ‘Why am I doing this?’”

While the college now has a “fantastic building” in Ellesmere Port, a few miles away from the city centre, a more central location would have been much better – both for students (many of whom have long journeys to college each day) and the local economy, she says.

Despite her disappointment over the building programme, since Mogel joined the college 12 years ago, success and employability rates have soared.

“We set out to deliver a revolution in vocational education and training. I don’t think you will ever say we have fully achieved that...there are always challenges and new opportunities and some of those I still want to do. Young people understanding all the opportunities that are available to them, not limited by where they live, what colour their skin is, what gender they are or who their parents are is what matters to me. Those are the things I am fighting for.”



*FE Week Experts*

# Unlocking the secrets of Swiss skills success

On June 18 **Shane Chown** took a four-day break from his full-time job as Policy Officer for IfL and travelled to Switzerland for a ‘study and media trip’, reporting exclusively for *FE Week*.

What’s clear from day one is that you can’t help but be impressed with the Swiss set-up for apprenticeships. In fact, as I write this I’m actually slightly jealous and not for the reasons you might think. Today I’ve learned about the infrastructure that enables the apprenticeship system to work effectively.

All of this I’m looking forward to going into in more detail on my return, but it’s not the impressive participation figures, both of learners and of employers, that’s got me thinking.

It’s also not the smooth and apparently bias-free progression routes in to higher and professional education or even the country’s below-OECD-average youth unemployment rate.

The most staggering difference between the UK and Swiss apprenticeship system that I’ve come across is how embedded vocational education and training is in Swiss society.

Forgetting for a moment the technicalities and thinking specifically about policy and culture, today’s Swiss vocational education and training system is the result of more than 100 years of development and it now seems an almost effortless part of life.

The country’s political system is such that a new administration cannot simply overhaul and reform every four years. The system is not littered with for-profit organisations and layer upon layer of administration.

Power and funding is not centralised but the qualifications framework is. Even one of the country’s seven Ministers (the majority of whom are women for the first time, by the way) is a former apprentice.

I want to save most of the detail for my full *FE Week* write-up, next week, but I want to leave you with this. At the Federal Office for Professional Education and Training, the Swiss equivalent of BIS, I saw the jaws of 10 UK FE representatives hit the floor. Four years ago, demand for apprenticeships exceeded supply – there wasn’t enough to go around.

There weren’t enough jobs for young people. Sound familiar? In 2011 though, there were 90,000 apprentices for 93,500 available jobs. In such a short space of time, the Swiss vocational education and training system had clicked in to gear and delivered for its young people.

Just hearing the words, “plenty of jobs to go around” sounded odd to me, like seeing people smoking indoors.

One of the major differences between the UK and Swiss system is the power that cantons – local authorities – have over their local economy, very much including the vocational, higher and professional education and training landscape.



UK delegation on the Swiss study and media trip

Arriving in Switzerland was a shock for a couple of reasons. Firstly on landing, when the pilot announced that the ground temperature in Zurich was a toasty 30degC, my thoughts turned immediately to what is easily the most unprepared packed suitcase possible.

“At 14 I’d have been looking at labour market information at the point of forming a view of what it was I might want to do”

The second, and more serious, concern was this. This trip has been funded entirely through the Swiss Government, their foreign office to be precise. “Nation branding” is a big deal for Switzerland and flying over 10 of us can’t have been cheap. My job was to try to do the Swiss tax payer justice.

My colleagues on the trip come from quite an array of backgrounds and specialities, ranging from a social entrepreneur, a couple of UKCES commissioners, a sector skills council representative, a journalist, an SME expert and none other than the chief executive of the National Apprenticeship Service. Anyone would think this was the new series of *Skins*.

First we headed to the Swiss Federal Office for Professional Education and Technology, for an overview of the Swiss Skills system.

What I was really looking forward to was our visit to the Swiss Co-ordination Centre for Research in Education where we found out

about cost / benefit for companies in taking on apprentices – figures used with gusto by UK Ministers.

With such a higher proportion of young people taking on apprenticeships here, I’d imagine economic benefits for employers are probably better articulated.

A huge difference between our political system and that of Switzerland is the power devolved to local government.

Switzerland has 26 cantons that have their own tax raising powers and control over their education and training systems.

All teachers, including those who teach apprentices the ‘general education’ element of the framework, are employees of the canton. Universities are owned and controlled by cantons.

It is the cantons who collect and then distribute local labour market information that informs the skills needs for course content and informs the careers advice service on the availability of jobs.

This local kind of supervision means that schools in Switzerland, supported by the canton, start a comprehensive information advice and guidance programme from the age of 14.

We visited the canton of Solothurn’s careers guidance centre where an expert team co-ordinate a huge amount of resources and activities for 14-16 year olds at school but also deliver professional guidance counselling to anyone of any age, free on site. That’s what I call an all-age careers service.

At 14, my careers guidance was half an hour which – after much soul searching – told me to go to university to study town planning.

If I had been Swiss, I’d have experienced weekly, timetabled careers guidance sessions that would have involved workshops and visits with local companies, as well as taking part in discussions on my own strengths and interests and on the local labour market.

You read that right, at 14 I’d have been looking at labour market information at the point of forming a view of what it was I might want to do.

This would have lasted right the way until I finished compulsory education at 16, covering everything from interview techniques, social skills and applying for apprenticeships. Companies advertise apprenticeship vacancies way in advance and all apprenticeships, unlike here in the UK, start at the same time in late August.

In Solothurn, teachers are gradually taking professional qualifications in delivering these sessions. I suppose there are advantages and disadvantages here; on the one hand an ‘apprenticeship year’ would allow employers to plan better, you’d know when your third or fourth year was set to graduate and know exactly when to begin the recruitment process to replace them.

On the other hand though, it could disadvantage small businesses where there is only a finite window of opportunity that makes it financially viable to take on an apprentice.

I saw a lot to bring home at this meeting; local authority wide online advertisement of apprenticeship vacancies, timetabled careers guidance sessions, training for teachers delivering IAG and bringing apprenticeships in line with the academic calendar.

*Read the next issue of FE Week for more on my study trip.*



## FE Week Agitator

# New apprenticeships are flying high



When Vince Cable and John Hayes announced the second list of successful higher apprenticeship bids last week, everyone should have taken note and appreciated the real transformation that is taking place.

It is not simply the growing list of occupations likely to attract the attention of young people and their parents. It is also the new and impressive employers who see higher apprenticeships as right for their business. When speaking with employers over recent

months, it is the expansion of the higher apprenticeship programme that is exciting them the most.

Employers see higher apprenticeships as a route that enables them to recruit and develop people who will have the skills to progress to senior management level. Too often this has been restricted to graduates.

Employers are now establishing two recruitment pathways - one for graduates and one for non-graduates. It's an approach that is being adopted by some of the most impressive companies in this country.

They say that they want to attract the most talented people - and that this is the best way of doing so. Companies who will only put their names to high quality, now want to put their names to apprenticeships.

In the announcement on higher apprenticeships, ministers confirmed that nine partnerships comprising of employers and training providers will receive a total of £6m.

This will result in the development of more than 4,200 new higher apprenticeships. The funding is part of a £25m fund for higher apprenticeships announced by the government. The first round was announced in December last year.

The expansion of the higher apprenticeship programme is allowing the introduction of apprenticeships into new sectors, including industries where skills shortages are threatening to stop growth.

The first apprentices have started in Life Sciences, for instance. After the rapid expansion of jobs and apprenticeships in the service sector, it is great to see apprenticeships emerging to support the new sciences.

I imagine that if I asked many of you to name the career pathway to becoming a commercial airline pilot, completing an apprenticeship may not be your first answer.

However, it is now possible as City & Guilds was awarded funding to develop a higher apprenticeship pathway for commercial airline pilots. This project will help employers, including Jet2, to address the predicted shortfall in pilots over the next 20 years.

Just as ground breaking is PwC's proposal to develop apprenticeships at Level 6 and 7. It will establish a true alternative route to high skills careers in Accounting and Professional Services.

Higher apprenticeships have also been introduced in low carbon engineering, legal services and space engineering.

Higher apprenticeships also present a new challenge to the sector. Enabling employers to expand their apprenticeship offer and set new, higher standards will require a provider network that can work with higher level skills. This will be an opportunity that I am sure the sector will relish.

One of our objectives for some time has been to increase progression. The higher apprenticeship offer sets out clear ladders of progression for candidates. Importantly, this will help attract far more young people with the capability of progressing.

This is an attractive offer for many young people who are now looking at the different career options available to them. Increasingly parents will see that completing an apprenticeship is as attractive an offer as going to university and will suit many people better. It is great to be able to present this choice to young people.

This is a vital part of changing mindsets of more people to put practical learning on a level footing with academic study. We all need to see what a fantastic opportunity this presents to change the face of vocational learning.

*David Way,  
chief executive, NAS*

# Skills provision for the unemployed



Skills provision for unemployed adults has never been more important. Skills allow people to escape the low pay, no pay cycle in which those with low skills can all too often find themselves trapped.

They also allow them to work in a new occupation if poor health or changing economic demand means that they cannot return to a former job.

However skills provision for unemployed adults is complex territory. It requires provid-

ers to work with Jobcentre Plus to engage and often support employers to recruit, to align provision with local labour market-relevant skills, and to effectively engage the unemployed and then support them through the provision of flexible, short courses that will lead to jobs..

The recent Skills Funding Agency announcement of Job Outcome Payments will require providers to gather evidence of learners remaining in work for four weeks if they leave their course for a job without obtaining a qualification.

Providers are making good progress. Statistics covering August 2011 to January this year shows that 123,000 learners have benefited from support for the unemployed.

Get Britain Working and statistics for mandatory programmes show that up to February 2012, 7,390 learners had taken part in sector-based work academies and 25,570 had begun training under skills conditionality arrangements.

The next release of statistics at the end of June will surely show increasing momentum and a developing market as more referrals are made and more providers get involved.

For many providers, their increased capacity from investing 2.5 per cent of their 2011/12 Adult Skills Budget in developing infrastruc-

ture is only just beginning to reap rewards. The full impact will be seen in 2012/13 as more vacancies come up through talking to employers and supporting learners in their applications. The full impact of the increased flexibility that Jobcentre Plus district managers will have to commission providers to deliver innovative solutions for employers and learners will also have an impact.

FE colleges, independent training providers (ITPs) and adult and community learning providers also are making an important contribution.

**“Jobseekers - and young jobseekers in particular - sometimes have a bad attitude to work”**

ITPs are in a prime position as they can engage employers that they know within the business community. They can also draw on their long-standing experience in providing sector-specific and vacancy-specific pre-employment training..

Two guides published by NIACE this week can also help. The first, on managing challenging

behaviour, and will help providers support unemployed learners who show inappropriate or non-participative behaviour; the second (and an important one) looks at working with micro-businesses.

Twenty-four per cent of UK job vacancies are within businesses that have between one and four employees. Micro-business ITPs are often part of micro business networks and therefore are in a good position to help their learners secure more of these jobs. Large FE colleges also could work with these micro-business ITPs to enable their learners to access these vacancies.

A number of recently published reports point to employers' concerns that jobseekers - and young jobseekers in particular - sometimes have a bad attitude to work. This has raised questions as to whether we should focus on developing helpful attitudes and timekeeping rather than on qualifications.

We have to help learners acquire both. A bad attitude is clearly a deal breaker but qualifications as get the learner an interview. This is why the combination of training, work experience and a guaranteed interview through the sector-based work academy model is proving so effective.

*Rob Gray,  
senior project officer, NIACE*



# FE Week gets technical

At last week’s AELP National Conference delegates were asked to vote on a range of subjects using special handheld technology, sponsored by FE Week. The results from a selection of the questions are published here:

Who do you think is ultimately responsible for assuring the quality of apprenticeship delivery?

Training provider



National Apprenticeship Service



Skills Funding Agency



Awarding organisation



Sector Skills Council



Ofsted



None of the above



Are you reassured that schools will, in the vast majority of cases, provide impartial career advice?

Yes, I am reassured

0%

No, I am not reassured



I am undecided



Are A-levels mainly for the benefit of Universities or Employers?

Mainly Universities



Mainly Employers



Either



Neither





Do you think funding employers directly through the UKCES Employer Ownership pilot is a good policy?

Yes, I think this is a good policy



No, I do not think this is a good policy



Before

After

I am undecided



Do you think funding formula reforms for 2013/14 will make things simpler?

Yes, much simpler



Yes, a bit simpler



Will be no simpler



No, will be a bit more complex



No, will be much more complex



I am undecided



Before

After

Rate these topics in order of which you think the government should prioritise further policy development

New funding rules and budget flexibility



Employer contributions



Learner loans



Minimum durations



Output related funding



Subcontracting rules





## FE Week event...

# Vocational skills celebrated on VQ Day

**Holly Welham**

@HollyWelham

This year's VQ Day was a chance to celebrate technical, practical and vocational learning. But it was also a chance day for business secretary Vince Cable to remember the difference that further education made to his parents' lives.

"My mother and father both left school at 15 to work in factories and they progressed in life through further and adult education," he said.

"My dad became eventually a lecturer in a technology college, teaching building trades, everything from brick layers to surveyors.

**"We've let a lot of vocational skills go and we're paying the price for it"**

"That's what I was brought up with; a belief in that world of real skill, real vocational qualifications and the value it had to society."

The gathering of students, teachers, friends and family at London's Bafta Theatre watched Walsall College perform an adaptation of Matthew Bourne's *The Nutcracker* and Ealing, Hammersmith and West London College demonstrate how to make macaroons. They also had the chance to try their hand at finger printing and bone identification at City and Islington College's interactive crime scene.

Will Torrent, an award winning pastry chef and WorldSkills alumni, hosted the Learner of the Year ceremony. "It's an honour to really celebrate vocational education," he said.

Dr Cable said that he feared the value of vocational learning was becoming lost. "In my generation the idea got around that if you were good at school you went off to university and that was up here, and if you didn't, and

were lucky, you went off and got a vocational qualification, and that was down there."

He called it an "apartheid system" that was "extremely unhealthy" and which had done "enormous harm". The country was now "desperately short" of highly trained people with a good vocational background.

"We're beginning to realise, well hopefully it's now absorbed, that vocational training is as or more important than the academic route. At the very least we should think of them as equals."

He said that a change in attitude was "beginning to happen" and sensed that the younger generation better understood the value of a vocational education.

In an interview with *FE Week*, Dr Cable said that he agreed with Ed Miliband's comment that there was "snobbery" towards vocational learning. In a speech to a Sutton Trust conference in May, the Labour leader said that we "should reject the snobbery that assumes the only route to social mobility runs through university".

Dr Cable said last week: "We've let a lot of vocational skills go and we're paying the price for it. With events like this, you're seeing the process being put into reverse and proper valuation put on vocational training." Several of the award winners had gone on to university. That's the kind of lowering of the boundary we need to have."

Lord Baker, a former Tory education secretary, and now largely responsible for the introduction of university technical colleges, echoed the Business Secretary's concern that vocational qualifications had not been properly valued.

"There are 4 million vocational qualifications granted every year. Infinitely more than GCSE, infinitely more than A-Level, and yet they get very much more attention.

"There's no doubt that the vocational qualifications are immensely popular with the students who take them and the teachers who teach them. And they're very important," he said.

Dr Cable and Lord Baker presented awards to the nine winners. Dave Hughes, 24, from Newcastle-under-Lyme, was named the National VQ Learner of the Year, as well as the regional award for the West Midlands.



Some colourful delights were on offer at the BAFTA theatre

Pictures by Shane Mann

After achieving a triple distinction in his national diploma in art and design, Dave completed an HND in graphic design and set-up his own marketing and design agency. His company, *elloDave*, employs a number of former creative students from Newcastle-under-Lyme College, where he studied.

**"Vocational training is as or more important than the academic route"**

"To leave school and to go to a course that you know it's something you want to do, it's great," he said. "It's good you don't have to be in such an academic environment and you can do hands on training for the field you want to go into."

Also presented with an award was Margaret Green, 48, from Bradford. She said

that she was "absolutely blown away" when she won VQ Learner of the Year for Yorkshire and the Humber.

Speaking about her apprenticeship in pharmacy services, Ms Green said: "It's given me a lot of confidence, and I've learnt to love me for who I am, not who I'd like to be," she said.

When she was 14 she was told that she wasn't worth teaching and wouldn't amount to anything.

"From that day my self-esteem went down. I hit low. I stopped putting my hand up for questions, because I stopped believing in myself. You start doubting yourself. After a lot of years you actually truly believe it."

She was very nervous about embarking on the apprenticeship. "It's been 30-plus years since I've been at school and it wasn't a decision I took lightly," she said.

"There were a lot of demons, a lot of baggage, and I thought, I've got to get rid of these demons, I've got to bury them. I can do this. I bit the bullet and I went for it. It's the best thing I've ever done.

"And I'm not stopping here. There's no way I'm stopping. I'm going to go forward.

This is it. It's opened a whole lot of doors for me."





# VQ Learners of the Year 2012

## Adam Bushnell – South East

"I now run my own joinery business, so this award gives further recognition to my achievements and skills, which is also good for business!"

## Chris Emery – South West

"I am passionate about food, cooking it and presenting it and I would like to pursue a career in the Michelin restaurant industry."

## Corrine Patmore – East of England

"My tutor at Huntingdonshire Regional College, Malcolm, told me I could do it and really believed in me which also helped me get to the position I am in now."

## Dave Hughes – West Midlands

"Studying at Newcastle-under-Lyme College has been integral to my success. During my four years at the college, I was able to learn about both the creative and business side of the design industry, work on live briefs and leave with a portfolio that was bursting at the seams."

## Ian Henderson – North East

"I didn't feel fully engaged in a classroom environment, and with my VQ I've been able to learn on the job, demonstrating my existing

skills and learning new skills every day. I'm now investigating progressing to Level 4 in Management."

## James Giblin – North West

"I wasn't very academic at school but I really enjoy the way you work at college, and now I'm planning on going to University to study Fire Studies – not something I thought I'd be doing three years ago."

## Joseph Johnson – East Midlands

"As part of my course I got involved in The Forest Ferret business and now we sell our own range of jams and preserves for them."

## Margaret Green – Yorkshire and Humber

"I think there needs to be more publicity around apprenticeships. They are so worthwhile for people of all ages, and for both companies and employees. I would recommend Apprenticeships anybody considering to go for it and to bury any fears."

## Rachael De Bose – London

"I would definitely recommend that other people consider vocational routes as it has already enhanced my career prospects – one of the things I really liked about my course was how quickly it opened up opportunities for me."



Walsall College students perform an adaptation of Matthew Bourne's The Nutcracker

# National VQ Learner of the Year

Dave Hughes, 24, from Newcastle-under-Lyme, won the National VQ Learner of the Year award. He achieved a triple distinction in his national diploma in art and design and now runs his own marketing and design agency.



Dave Hughes, National VQ Learner of the Year



Vince Cable presenting Dave with his award



Lord Baker (left) gets a demonstration of some high tech kit



James Giblin, North West Learner of the Year and Margaret Green, Yorkshire and Humber Learner of the Year



# FE Week campus round-up



## Havering College students shine at showcase

Graduating students from Havering College have showcased an amazing diversity of talent at this year's Free Range exhibition in London's Brick Lane.

The show at the Old Truman Brewery provides a platform where emerging artists and designers from colleges and universities can gain exposure to thousands of visitors. Lucy Dodds, a graphic design student, was thrilled to get her work noticed by reviewers from Digital Arts. The online magazine referred to the "great work of Havering College"

and singled out Lucy as an example.

Lucy, who took her inspiration for her final project from her love of travel, said: "Travel can teach much broader things in life and my collection shows what can be gained from a personal travel experience."

Mark Owers, a 3D design craft student, displayed furniture. His designs involved combining the old and the new and using techniques such as digital laser etching and traditional steam bending. His pieces attracted interest from a buyer in Korea.

## 25 years of Summer art at Weston College



Weston College art faculty celebrated its 25th annual summer art show with a huge exhibition.

More than 4,000 paintings, sculptures, photographs, textiles, fashion and graphic art were in the Wild Weston show at the College's university campus.

The event is regarded as a showcase for spotting future artistic talent and attracts thousands of visitors, many of whom buy an original art piece.

The show is run by the Faculty of Creative Arts and features higher education, and further education students on courses including art and

design, photography, media production, fashion and graphics

Weston College's head of creative art, Sarah Clark, said: "The youngest exhibitor is 16 and the oldest is in their 60s.

"We are delighted with the growth of the Faculty and the expansion of the summer show. The standard of student work is excellent and the imagery diverse and highly creative in celebration of our student body and we hope everyone attending will be as impressed as we are. A lot of visitors to the show buy pieces of original art and it's great for the students to enjoy a financial benefit for their hard work."

## Canterbury College student wins scholarship



A carpentry apprentice at Canterbury College has won a prestigious scholarship to improve a stately home recently saved by Prince Charles.

Raymond Alvsvag, 23, is one of only 10 people in the UK to be awarded a scholarship on the Building Skill in Craft apprenticeship scheme, which is run by The Prince's Foundation. After he completes a Level 3 NVQ in wood occupations at the college later this month, Raymond will join a summer school at the foundation at Dumfries House in Scotland.

The school will see students design and construct a garden feature on the Dumfries Estate with input from the local community.

The judges were impressed by Raymond's application, which included samples of his College work. He said: "I was amazed to get it. Working there is going to be a big honour."

A spokesman from the Prince's Foundation said: "We are always incredibly proud of the achievements of our craft apprentices. Craft Skills are dying out in the UK and it is vital that we help to preserve them."

## Hertfordshire College learners shine a light



### Seventies style on show in Tottenham

A collection of Seventies inspired clothes have gone on display as fashion students from the College of Haringey, Enfield and North East London held the first of two end of year fashion shows.

Family and friends applauded students' work as models glided down the catwalk at the College's Tottenham Centre to Seventies beats, showcasing a variety of designs from mini dresses and hot pants to evening gowns and two pieces. Student Doreen Antwi, who designed five pieces, said: "When we were given the assignment I thought about strong characters throughout the Seventies and Grace Jones came to mind. She has such a dominant style that demands attention and that's what I wanted with my designs, which are sharp and tailored."

Doreen, who is going to Middlesex University to study a BA in fashion and textiles in September, said: "I love fashion so I enjoy every minute of it. I'm already designing clothes for myself and my friends so I'm hoping to open a boutique when I finish."



Four learners from the Hertfordshire College of Technology studying Blacksmithing have created a beacon that has been positioned on the well-known county landmark, Garway Hill.

Thomas Tribe, Ed Glennie, Peter Averson and Ben Crosthwaite accepted the commission from Garway Hill Commoners' Association to build the beacon and were managed under the watchful eye of HCT course tutor, Pete Smith.

Ben Crosthwaite was thrilled to see the beacon fly the flag for the traditional craft. "We hope that people will be able to see the beacon across the county and that it measures up to everyone's expectations. It is good that people will get to see a traditionally-made piece of metalwork; maybe it'll rekindle a bit of flame for the blacksmithing craft!"

Lesley Whistance, chairperson of the Garway Hill Commoners' Association, commended everyone involved in the project at the lighting celebration: "We're very grateful to have this wonderful construction. It has been a great deal of work for everyone involved and it really has been worth it."

**Want your college or training provider to appear on these pages?**

Send your stories with pictures to [news@feweek.co.uk](mailto:news@feweek.co.uk)





## City of Bath College student gets Gold Award

Former City of Bath College student Peter France, the chief executive of Bath-based Rotork Plc, has received the prestigious Association of Colleges (AoC) Gold Award at the House of Commons.

Staff and students from City of Bath College were present at the awards ceremony, which is held each year to recognise further education alumni as well as acknowledge the vital role that colleges play in the careers of the winners and of their continuing achievements.

Peter France was nominated by the college where he studied an apprenticeship in electrical and electronic engineering between 1984 and 1989.

On receiving his award, Peter said: "The combination of practical work experience and academic study provided a fantastic foundation for my working life. It is an educational model that works and one that this country should be very proud of. I will always be grateful for the time I spent at City of Bath College."



## Battle of the Chefs at MidKent College

Rookie cooks served up a treat at the final of MidKent College's annual Battle of the Chefs competition.

Students on level 1 hospitality and catering courses squared off against one another in an attempt to impress the judges at the Medway Campus' Pavilion Restaurant. Dishes served up at the final included pork and braised scallion terrine for starter, pan-roasted haddock for main, and crème brûlée for dessert.

Johannes Keevey, a lecturer, said: "Everyone who took part in this year's event has done exceptionally well. Many of the students put in long hours to ensure everything went according to plan, and the teamwork and passion they displayed was a joy to witness."

The Pavilion Restaurant is run almost entirely by students at the Medway Campus, under the watchful eyes of members of staff who have a wealth of experience in the hospitality and catering industries.

## Stratford-upon-Avon College chooses its Prom King and Queen at annual ball

Stratford-upon-Avon College has hosted its Annual prom and crowned this year's prom King, Queen, Prince and Princess.

The Mayor and Mayoress of Stratford-upon-Avon were among the guests at the ballroom at Stratford Town Hall. The evening was a celebration of the hard work and achievements of the students during the past year.

A student vote gave Dean Wilcox and Jasmine Smith the title of prom King and Queen. College staff voted Alex Francis to be the Prince and Nicola Gair the Princess. The music for the event was provided by three bands formed by College students who have been studying Music.

Marc Thorne, programme area manager for pre-entry and entry courses, said: "It was fantastic to see the students all dressed up and



so excited about the event and it was wonderful to see the Mayor and Mayoress, as this really means a lot to the students."



## HTP Training's 'outstanding' achievement

HTP Training is celebrating achieving a 95 per cent success rate for its apprentices – the best in Southern England.

HTP which achieved 'Outstanding, Grade 1' status from Ofsted in 2008 is now one of the 12 best training providers in the UK. The announcement was made by Rachael Fidler, HTP's managing director, during a special event laid on to commend the company's efforts.

Rachael Fidler says: "Apprenticeships offer an effective route to a rewarding career and

from the feedback we receive from our learners, it is a far more cost effective option than going to university and saddling up student debts.

"Today's youth face an incredibly challenging job market and it's rewarding to help so many youngsters secure employment. The fact is that there are jobs out there but employers struggle to find people with the right skills. We bridge this gap and help ambitious youngsters to secure jobs with some of Southern England's top employers."

## Olympic hopefuls in the ring at Dearne Valley College



A group of students from Dearne Valley College are off to compete in the Olympic games. The six college students have been selected to represent Great Britain in the male 48kg, 56kg, 64kg, 91kg boxing categories and the female 60kg and 75kg categories.

Charlie Edwards, Luke Campbell, Tom Stalker, Anthony Joshua, Natasha Jonas and Savannah Marshall will all compete in the games during August. The students train with the GB Boxing Team and are studying Level 2 and Level 3 fitness qualifications at the college.

Since 2010, the college has helped 16 members of the British Olympic boxing team qualify as fitness instructors.

Mick Blythe, a sport and physical recreation tutor, said: "Apart from wishing every Boxer good luck for 'London 2012', I also wish to thank Rob McCracken, GB Boxing Performance Director, Dan Salcedo Performance Lifestyle Adviser and the entire GB Boxing Team for their help and professionalism during the last two years and hope to work with them again soon".



## Award winning artist at Derby College

An innovative artwork depicting the power of water through textiles has earned a Derby College student a £400 bursary award from the Derby Decorative and Fine Arts Society.

Robyn Poundall, an art foundation diploma student, was one of five students based at The Roundhouse shortlisted for a bursary.

Their work, which ranged from fashion and decorative arts to illustration and fine art, was judged by members of the society.

The winner Robyn took her inspiration from research about the life giving and destructive qualities of water and created work using different textile techniques.

She said: "I wanted to show that nothing living can survive without water but equally it can be incredibly destructive – through tsunamis for example. The Bursary has made all the hard work worthwhile and will be extremely useful for materials and equipment for my textile design course at the University of Derby later this year."

Anita Pearson, a young arts representative, said the society was "particularly impressed with the skill and creativity" shown by Robyn who produced something "incredible."



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**Closing date: Wednesday 4th July**

**Selection days: Monday 9th, Tuesday 10th July**

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## Totton Sixth Form College is appointing to the following qualified teaching posts for August 2012.



Qualified Teacher Salary Range £21,256 - £31,111

Profession Standards Payment Range £33,705 - £36,279 (for suitable applicants)

### Teacher of Mathematics – Full Time/Permanent

The College is seeking an outstanding Mathematician to join a strong, well equipped department, teaching across the full range of courses from foundation FSMQ through GCSE to Advanced level.

### Teacher of English – Full Time

Fixed term contract until 21 Aug 2013 (with the potential to extend to permanent)

We are seeking an excellent teacher of English to join our very successful department who offer AS/A2 English Literature, English Language, English Language and Literature, Access to HE Literature, GCSE English Language and Functional Skills English.

If you would like to apply for this post please visit our vacancies section at [www.totton.ac.uk](http://www.totton.ac.uk) and download an application form. Alternatively contact the HR Department on 02380 874874 or email [hr@totton.ac.uk](mailto:hr@totton.ac.uk) for an application pack. Totton College requires all staff to have an enhanced CRB check and a minimum of two references. Totton College is committed to creating and sustaining a positive and mutually supportive working environment for all. We value the diversity of our staff and students.



Closing Date for this application is midday Friday 6th July 2012



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**Big changes are under way at Chesterfield College. Already, we are a strong college with a turnover of £35 million and 10,000 students. Our relationship with our communities and employers is evolving progressively into a pattern which is sector-leading.**

With the support of a very informed and enthusiastic Governing Body, we are determined to be an outstanding college by 2015. Clearly, our performance across a range of functions will determine our status, but we are strengthened in our pursuit of excellence by commitment to our core values which put the learner first; sustain and develop inclusivity; prioritise openness, honesty and integrity; commit to mutual support; and recognise the importance of searching for continuous improvement and innovation.

Our new Senior Appointments are important in ensuring that the college is as alert and creative as possible and able to satisfy expectations that it has a transforming effect on social and economic change in Chesterfield and its hinterland. These new roles will re-define the college.

Principal and Chief Executive Salary: Competitive Package	Assistant Principal: Curriculum Salary: £60k per annum	Assistant Principal: Quality Salary: £60k per annum	Assistant Principal: Learning Unlimited Salary: £60k per annum
<p>Our new Principal will provide strategic leadership and inspiration to the whole college. He/she will be highly policy literate and skilled and convincing in translating policy shifts into highly effective responses on the part of the college. He/she will be a champion for learners and an advocate for stakeholders.</p> <p>The new Principal will work closely with the Corporation Board in ensuring that our outward-facing mission and vision are understood fully by stakeholders and that we maximise opportunities for partnership and an enhanced profile around Chesterfield.</p> <p>Outstanding leadership of the Senior Management Team is expected as is the capacity to communicate with and motivate the whole college community.</p>	<p>It is vital that the college's curriculum should be as relevant and responsive as possible, satisfying the ambitions of students and meeting present and future needs of employers.</p> <p>The postholder will provide strategic leadership to the delivery and development of curriculum. Responsibilities will embrace ensuring that qualifications are as relevant as possible and that the most effective learner support mechanisms are in place. Success criteria will ultimately be the college's designation as 'outstanding', very dependent on sector-leading success rates, progression and learner satisfaction.</p>	<p>As we manage the transition to 'outstanding', enhancing our quality of provision will be fundamental. We intend to appoint a dynamic individual who can provide strategic leadership and operational direction.</p> <p>The postholder will have the responsibility of maintaining a fully accountable culture which depends on providing the best learning environment possible for students, recognises the importance of workforce development, and ensures systems are in place which monitor and ensure quality.</p>	<p>The continued development of Learning Unlimited, in particular our apprenticeship provision, is a key strategy for growth. We intend to appoint a dynamic individual with strong and inspirational leadership skills, together with a proven track record of leading the delivery of high quality work based learning.</p> <p>The post holder will liaise internally with curriculum and cross college teams, and externally with employers and stakeholders, in order to grow provision and develop the college's reputation.</p>



Please contact Becky Beaty at [bbeaty@collegeleadership.co.uk](mailto:bbeaty@collegeleadership.co.uk) or on 0115 911 1284 for an application pack, or visit [www.collegeleadership.co.uk/current\\_appointments.asp](http://www.collegeleadership.co.uk/current_appointments.asp) for further information about this post.

The closing date for these posts is 12pm on Monday 2nd July 2012.

Interviews for the Assistant Principal posts will be held between 9th and 16th July 2012. Those for Principal will take place on 12th and 13th July.

**College Leadership Services**  
Expertise in FE



## Director of Funding, Examinations and Information Services **£50,000 pa**

Ref: B951

The performance and success of an organisation and its ability to react effectively to the needs of its stakeholders is critically dependent upon the accuracy and timeliness of the information and intelligence at its disposal.

If you think that you have the knowledge, skills and experience to be able to drive and develop data capture, information systems and reporting, whilst maintaining regulatory compliance, then this post could be made for you.



## Head of Department Performing Arts and Creative Industries **£38,451- £42,021 pa**

Ref: B950

The performance and success of an organisation and its ability to react effectively to the needs of its stakeholders is critically dependent upon the accuracy and timeliness of the information and intelligence at its disposal.

If you think that you have the knowledge, skills and experience to be able to drive and develop data capture, information systems and reporting, whilst maintaining regulatory compliance, then this post could be made for you.

**Closing Date for Applications: 3 July 2012**

Full Job Description, Person Specification and an application form can be downloaded from the job and vacancies section of the College's website <http://www.sandwell.ac.uk/>

Sandwell College is committed to safeguarding children, young people, and vulnerable adults. All appointments are subject to a satisfactory enhanced Criminal Records Bureau disclosure.

To apply, please send your completed application form to [employment@sandwell.ac.uk](mailto:employment@sandwell.ac.uk) or to the Human Resources Department, Central Campus Sandwell College, 1 Spon Lane, West Bromwich, West Midlands, B70 6AW. Please ensure you quote the reference number of this advert when completing your application form.



## MidKent College - a great place to work and learn

### Teaching & Learning Managers

Come and join the team of one of the largest and most successful further and higher education colleges in the South East.

With state-of-the-art campuses in Medway and Maidstone and strong financial health, we are passionate about teaching, learning and the development of our staff.

We are now on the hunt for a new team of Teaching & Learning managers to drive forward a flexible, engaging and enterprising curriculum in the following areas:

- Hospitality, Travel and Tourism
- Information Technology and Computing
- Engineering
- Construction Crafts
- Building Services

MidKent College has achieved its best ever success rates and is looking for talented, self-motivated teaching professionals with a strong desire to take us to the next level.

**Successful applicants will earn a basic salary of £38,169 and can look forward to 35 days annual leave, eligibility to join the teachers' pension scheme and other benefits.**

So, think you're up to the job? Great - contact the College to request an application pack. Closing date: Friday 6 July

**Tel: 01634 383706 • Email: [job.applications@midkent.ac.uk](mailto:job.applications@midkent.ac.uk)**

### Quality Co-ordinator

MidKent College is also seeking to appoint a Quality Co-ordinator to aid the monitoring and development of its quality improvement procedures and initiatives.

The successful applicant will work closely with faculty heads and teaching and support staff across the College, and also act as the quality nominee for awarding bodies.

**Salary: £24,842 to £31,516 dependent on qualifications and experience.**

Closing date: Friday 6 July

**Tel: 01634 383706 • Email: [job.applications@midkent.ac.uk](mailto:job.applications@midkent.ac.uk)**



**MidKent College is an equal opportunities employer**

## Developing today's students for tomorrow...

As a large, successful and expanding FE and HE College on the borders of East London and Essex, we have two full-time lecturing positions for motivated people who are keen to develop their careers.

### Assistant Principal - Enterprise

Salary £70k per annum

This is a very rewarding role for an ambitious leader with sound business acumen. As a talented, professional who is creative and entrepreneurial, you will be responsible for generating new income streams for the college working with employers and key stakeholders. Managing a number of key functions, supported by a marketing and sales team, international team and the college's partnerships manager you will need to be self-motivated, organised and have excellent interpersonal skills. You will be qualified to at least degree-level and preferably hold an appropriate professional/management qualification. Applicants must have the ability to lead and manage staff and be able to inspire others to reach their full potential. You will be results-oriented, naturally persuasive and have the ability to build on a range of successful, existing business partnerships. Reporting directly to the Principal you will have the freedom and authority to innovate so you can deliver against challenging targets.

### International Business Development Manager

Salary £35 - £40k per annum

Havering College has an established international section - but we now want to be bigger and better! You will be responsible for further development and implementing the college's international strategy, attracting new overseas students to the college and engaging in international partnerships. The college has an Erasmus Charter so collaborative work with other EU institutions is important, and with the support of an Erasmus Coordinator you will further develop this aspect of our work. A self-starter, confident with experience of international education, you'll have the skills to further develop our excellent work in this area.

For more information, and to apply online, check our website: [www.havering-college.ac.uk](http://www.havering-college.ac.uk) or alternatively, email [hr@havering-college.ac.uk](mailto:hr@havering-college.ac.uk) or call 01708 462854.

Closing date: 6 July 2012.

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Criminal Records Disclosure before taking up this post.



[www.havering-college.ac.uk](http://www.havering-college.ac.uk)

**CACHE is a leading awarding organisation for people working in care services and is based in St Albans. We've been making a difference since 1945 with our qualifications, first as NNEB and now as CACHE.**



### Market Insight Manager (Maternity Cover – One year contract)

**Salary £32,800** + £555 Outer Fringe Allowance (based in St Albans)

To support the Business Development function in Cache by analysing and interpreting data, to produce meaningful reports that enhances relationships with customers and stakeholders and supports the strategic business objectives.

### Marketing Communications Manager

**Salary £30,851** + £555 Outer Fringe Allowance

To support the Business Development Manager to design and implement communications plans, branding, PR policies and procedures that enhances relationships with customers, and stakeholders which support strategic business objectives.

Go to: [www.cache.org.uk/Pages/Jobs-with-CACHE.aspx](http://www.cache.org.uk/Pages/Jobs-with-CACHE.aspx)





**INTERIM MANAGERS £40k - £45k**  
plus PRP of up to £20K and benefits  
including pension, travel expenses and  
private health care.

**FE Associates offers a range of services to the FE sector including interim management, consultancy support, quality improvement and partnership management for sub-contracted provision.**

In response to sector demand for high quality interim managers at middle manager level, we are inviting applications from leading edge practitioners with current operational college experience across all areas and particularly those with experience in:

- Business Development/Employer Engagement
- HR
- IT/MIS
- Curriculum and Quality Managers

You will be highly motivated and flexible, conversant with the issues facing FE and at the forefront of your area. Applicants need to be prepared to travel and stay away from home when required. In return we offer a competitive remuneration package and to be part of a friendly and supportive team.

Closing date for applications is Monday 9th July.

For an informal chat please contact Elaine Smith on 07725 423738.

To apply please send your CV by email to [judith.richardson@feassociates.com](mailto:judith.richardson@feassociates.com) or Judith Richardson, FE Associates, 1 High Street, Taunton, Somerset, TA1 3PG.



## Head of Department – Animal Studies

**£31k to £39k**

(dependent on experience,  
more for exceptional  
candidate)

*Nescot is a forward-looking College of Further & Higher Education that serves a large area of South East England with a wide range of vocational and academic courses, both full and part time. The College is situated in Ewell, close to Epsom in Surrey, and is located in the green belt near Epsom Downs. The college was inspected in September 2010; all areas were graded 'good' or 'outstanding'.*

At Nescot we want to help the learner succeed in their ambitions. Our students value our welcoming, friendly and caring atmosphere. Our lively learning community helps to make the most of their learning experience at the College.

Due to the continuing expansion of our animal studies department an experienced person is required to lead our Animal Studies team. The role offers an exciting opportunity for an enthusiastic individual, committed to leading a dedicated teaching team who deliver a well-established range of courses from Level 1 to the Extended Diploma in Animal Management.

The successful candidate will be a qualified and outstanding teacher with proven recent experience in a first line management role in a post - 16 learning provider.

For full information on both posts and details on how to make your application please visit [www.nescot.ac.uk](http://www.nescot.ac.uk) and follow the link on 'working at Nescot'.

Applications should be submitted on line by **Monday 2 July 2012**. Interviews will be held on **Tuesday 10 July 2012**.

**Management, Information and Funding**

In preparation for significant change in the FE sector, we are making some changes in our Management Information and Funding (MI&F) team.

We are seeking to strengthen our service by appointing talented, enthusiastic individuals who thrive on a challenge and enjoy developing innovative solutions to complex problems.

<b>Assistant Head</b>	Ref: 11173
Salary within the range £37,518 - £40,998	
<b>Senior MI&amp;F Officer - 4 posts:</b>	
Salary within the range £29,601 - £32,358	
<b>Funding &amp; Curriculum Development</b>	Ref: 11174
<b>Information Development &amp; Data Management</b>	Ref: 11175
<b>Systems Development</b>	Ref: 11176
<b>Reports Development</b>	Ref: 11177

The above posts will help us to offer a flexible and ground-breaking service throughout this exciting period of major development.

**Closing date: noon, 3 July 2012.**

**How to apply:** For full details of the role and documentation to apply please go to [www.blackpool.ac.uk/jobs](http://www.blackpool.ac.uk/jobs)  
Email: **Name, address and post ref no. to: jobs@blackpool.ac.uk**  
Telephone: **01253 504379 (24 hour answer phone)**

The College is committed to the safeguarding and welfare of all our learners. Successful appointment will be subject to an Enhanced Criminal Records Bureau Disclosure and pre-employment safeguarding checks.

ACTIVE ABOUT PEOPLE  
INVESTOR IN PEOPLE  
157  
Further Education & Skills  
BLACKPOOL AND THE FYLDE COLLEGE



# WIN AN *FE WEEK* MUG FILLED TO THE BRIM WITH SWEETS

Want to be in with the chance to win one of our lovely *FE Week* mugs filled with special *FE Week* rock?

Just tell us how many times the World-Skills competition will have been held when it rolls into Leipzig in 2013

Tweet your answer to @FEWeek with the hashtag #sweetmug



## *FE Week* Sudoku challenge

		7	4		2	1		
4	1						9	3
	9		7		3		2	
2				8				9
		3				6		
8				2				7
	7		9		8		6	
6	3						4	8
		8	6		4	3		

Difficulty:  
**EASY**

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

1					6			2
			1		2	4		
	2	4	8			1		
6	8					5	3	
	9	5					2	4
		7			5	8	6	
		8	7		1			
4			3					1

Difficulty:  
**MEDIUM**

## Last Week's solutions

8	4	9	3	6	1	7	2	5
2	6	7	8	4	5	1	9	3
1	5	3	9	7	2	4	6	8
4	2	6	7	9	8	5	3	1
7	8	5	1	3	6	2	4	9
9	3	1	5	2	4	8	7	6
6	9	8	2	5	7	3	1	4
5	7	4	6	1	3	9	8	2
3	1	2	4	8	9	6	5	7

Difficulty:  
**EASY**

5	6	7	2	3	4	1	8	9
2	9	1	6	5	8	7	4	5
8	4	3	7	1	9	2	6	5
9	1	6	3	8	2	4	5	7
7	2	4	1	6	5	9	3	8
3	5	8	9	4	7	6	2	1
4	8	9	5	7	6	3	1	2
1	7	5	4	2	3	8	9	6
6	3	2	8	9	1	5	7	4

Difficulty:  
**MEDIUM**

## *FE Week* mini-mascot

Follow the adventures of *FE Week*'s biggest and smallest fan!



*"Mostly this week I have been looking cooler than my daddy"*

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford